

*This unit will explore the elements of theme, cultural context, and autobiographical influence as they pertain to the novel Tender is the Night by F. Scott Fitzgerald. By the conclusion of the unit, students should be able to identify the novel’s themes and how they are developed throughout the text and influenced by its autobiographical elements. They will also explore various components of 1920’s American culture and how they affect the novel’s plot and characters. The main goal of this unit is for students to grow in their understanding of the ways in which the various facets of a novel come together to create one cohesive piece of literature.*

*Fitzgerald and Affluent America in the 1920’s*

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*Grade 11*

*Literature*

*Tender is the Night, 1920’s American Culture*

*RSU 9*

*Caroline Murphy*

*•Derive meaning from the language of the text and its cultural background.  
•Evaluate themes of the novel and their application to real-life situations.  
•Exhibit their knowledge of cultural movements and language styles.  
•Infer themes of the novel from plot and character development.  
•Consider the ways that the autobiographical elements of the text influenced its plot, characters, etc.  
•Reflect on Fitzgerald's autobiographical connections to his text and examine their own lives in return.*

*•themes and messages  
(excess, greed, downward spiral, mental illness, psychiatry)  
•cultural implications  
(Jazz Age, prohibition, expatriate, Great Depression, literary movements)  
•critical details  
(characters, relationships, autobiographical details, Zelda Fitzgerald, Lost Generation)*

*•How does Fitzgerald reveal the themes of the novel?  
•Why did Fitzgerald use the specific language and cultural setting of the novel?  
•How is the text autobiographical, and how does this affect the plot, characters, etc?*

*•Novels have specific themes that are developed in various ways throughout the text.  
•Literature is heavily influenced by its language and cultural setting.  
•Autobiographical elements of a novel have strong implications for its plot and characters.*

***Standards: 2.****Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.****4.****Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.****5.****Analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.*

**Common Core State Standards**  
**Content Area:** English  
**Grade Level:** Grade 11-12  
**Domain:** Reading - Literature  
**Cluster:** Key Ideas and Details, Craft and Structure

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* *Pre-Assessment: class brainstorming session about 1920’s American culture*
* *Checking for Understanding: Philosophical Chairs, Capacity Matrix, Whip Around, Slap It, Timed Pair Share, Entrance/Exit Tickets*
* *Timely Feedback: teacher, peer, and student self-assessment feedback*

*A digital poster that gives an artistic representation of two themes from the novel.  
• A Wiki that creatively informs on some aspect of 1920s American culture.  
• A short film that compares Fitzgerald's life to that of his characters.  
• A weekly blog describing how the student imagines Fitzgerald might have felt writing the novel.*

*A digital portfolio that collects blog entries to show development of understanding of theme.  
• A Prezi that shows what happened to the main characters after the conclusion of the novel.*

***Goal:****For students to develop a presentation that demonstrates their knowledge of the way the plot in*Tender is the Night*is developed.****Role:****A student competing for the chance to assist a screenwriter with his sequel to*Tender is the Night*.****Audience:****Fox Searchlight Pictures and the film's screenwriter.****Situation:****The students are being asked to demonstrate their knowledge of the novel's plot, characters, and historical setting.****Product/Presentation:****A Prezi incorporating an original creative story, visual art, and audi/video elements.****Standards (Criteria from both rubrics - product and presentation):******Product:****Creativity - 20%, Factuality - 20%, Organization - 15%, Requirements - 15%, Conflict - 15%, Resolution - 15%****Presentation:****Preparedness - 20%, Enthusiasm - 20%, Comprehension - 20%, Eloquence - 15%, Professional Appearance - 15%, Time Limit - 10%*

*1920s American culture*

*Autobiography*

*Tender is the Night*

*•CCSS  
English  
Reading 11-12*

*•Novels have themes that are developed in various ways throughout the text.*

*• Preparedness  
• Enthusiasm  
• Comprehension  
• Eloquence  
• Professional Appearance  
• Time Limit*

*• Creativity  
•Factuality  
• Organization  
• Requirements  
• Conflict  
• Resolution*

*• Oral Presentation*

*• Prezi*

*Your class has been given the opportunity to demonstrate their knowledge of F. Scott Fitzgerald and 1920s American culture following the conclusion of your unit on Tender is the Night. Fox Searchlight is looking to film a sequel of the novel and they are giving your students the opportunity to contribute to the project. Working in pairs, students will create a Prezi digital presentation describing what they believe happens to the novel's main characters after its conclusion. Their work of fiction should express considerable knowledge of the historical context and the themes and message of the novel, and the presentation must include creative writing, visual, and audio/video elements. The project that is judged the best by the Fox Searchlight panel will win, and the students will have the opportunity to assist the film's screenwriter.*

***By what criteria will student products/performances be evaluated?***

***(W)****1.1 Students will understand that autobiographical elements of a novel have strong implications for its plot and characters****(where)****. This is done in order to understand how the author's personal choices affect the fictional elements of a novel****(why)****.*Analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact ***(what)****.*  
***(H)****1.2 Hook: Students will break into small groups and each share a 30 second version of their life story to introduce them to the ideas of autobiography.****(E)****1.3 Students will know about Zelda Sayre Fitzgerald, the "Lost Generation", the French Riviera, alcoholism, and schizophrenia****(equip).****The Venn Diagram will help students compare and contrast F. Scott Fitzgerald's life with that of his characters. The Three-Step Interview will allow students to get more in-depth with the details of both elements****(explore).****Students will be able to reflect on Fitzgerald's autobiographical connection to the text by keeping an ongoing blog throughout the unit that allows them to think deeply about the writing process****(experience)****.****(R)****1.4 Philosophical Chairs will allow students to re-develop their opinions on Fitzgerald's life and the life of his characters by letting them change their positions on a specific issue* ***(rethink).****Students will self-assess their blog throughout the entire unit by paying attention to the growth of their writing style and using an ongoing checklist. Students will 'follow' each other's blogs and provide constructive peer feedback on content and writing style****(revise/refine).****The teacher will evaluate the blogs with a different checklist that is more analytical than the self-evaluation****(revise/refine)****.****(E)****1.5 Formative Assessment -****Pre-Assessment:****class brainstorming session,****Checking for Understanding:****Philosophical Chairs and****Timely Feedback:****self, peer, teacher* ***(evaluate)****.****(T)****1.6****(Tailors)******Verbal:****Students have a chance to write down their responses to questions about Fitzgerald's life before sharing them with the group.****Logic:****Students are given logical questions to answer about Fitzgerald's life and will use reasoning to explain their choices.****Visual:****Students fill out a Venn Diagram before and during the class discussion that compares Fitzgerald's life to that of his characters.****Kinesthetic:****Students move around the classroom according to their view on Fitzgerald's writing choices.****Musical:****Music will signal students when it is time to consider changing their opinion on the topic of Fitzgerald's writing choices.****Interpersonal:****Students will participate in a class-wide discussion about the similarities and differences between Fitzgerald's life and that of his characters.****Intrapersonal:****Students will have time to reflect on their own about the topic of Fitzgerald's writing choices.****Naturalist:****The class discussion about Fitzgerald's life can held outside weather permitting.****(O)****1.7 Students will be able to reflect on Fitzgerald's autobiographical connection to his text and examine their own lives in return****(self-knowledge)****.****Product:****blog.****Number of days: 1 (Organize)***

***(W)****2.1 Students will understand that literature is heavily influenced by its language and cultural setting****(where)****. Students need to know how to connect a text's setting to its plot****(why)****.*Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful ***(what)****.*  ***(H)****2.2 Hook: Students will dress up in 1920's era costumes provided by the teacher for the remainder of the lesson.****(E)****2.3 Students will know the Jazz Age, prohibition, Great Depression, women's suffrage, and jazz music****(equip).****Jigsaw will be used so that students can teach each other about the different aspects of 1920s culture that are present in the novel****(explore).****Students will be able to exhibit their understanding of the various cultural contexts and literary techniques present in the novel by creating a wiki that informs on one or more aspects of the two****(experience).******(R)****2.4 The Entrance and Exit tickets will allow the teacher to see what information students still need help with* ***(rethink).*** *Students will assess each other's wikis with a checklist* ***(revise/refine).*** *The teacher will assess the students' wikis with a rubric and a one-on-one conference discussing their development of the project* ***(revise/refine).******(E)****2.5 Formative Assessment -****Checking for Understanding:****Entrance/Exit Ticket and****Timely Feedback:****teacher and peer****(evaluate)****.****(T)****2.6****(Tailors)******Verbal:****Students will compile a written document exploring a topic of 1920s culture.****Logic:******Visual:****Students can create a piece of visual art representing the 1920s to accompany their wiki.****Kinesthetic:****Students can perform a skit about the 1920s to accompany their wiki.****Musical:****Students can perform a musical number about the 1920s to accompany their wiki.****Interpersonal:****Students can organize a small group discussion about one topic from the 1920s to accompany their wiki.****Intrapersonal:******Naturalist:****Students can gather objects from outside that could represent the 1920s to present alongside their wiki.****(O)****2.7 Students will be able to exhibit their knowledge of cultural movements and language styles****(apply)****.****Product:****Wiki.****Number of days: 1 (organize)***

***(W)****3.1 Students will understand that novels have specific themes that are developed in various ways throughout the text****(where)****. The best way to understand the themes of a text are to apply them to relatable situations****(why)****.*Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text ***(what)****.****(H)****3.2 Hook: Working in small groups, students will be assigned a theme from the novel and perform a skit demonstrating it to the class.****(E)****3.3 Students will know themes of greed, loss of innocence, psychiatry, and deception****(equip).****The Cluster/Word Web 1 will be used to help students organize the different themes present in the novel and show how they lead into the bigger ideas and themes. Mix-Pair-Freeze will allow students to focus on the specific terminology present in explorations of the novel's different themes****(explore).****Students will understand how the novel's themes connect to its messages and know how they are applicable to real-life situations by making a Glogster digital poster that gives visual representations of the themes****(experience)****.****(R)****3.4 Whip It allows for the teacher to make sure that all student concerns and questions are addressed* ***(rethink).*** *The teacher will evaluate the students' digital posters with a checklist and rubric* ***(revise/refine).*** *Students will assess each other's posters with a checklist and a Gallery Walk* ***(revise/refine).******(E)****3.5 Formative Assessment -****Checking for Understanding:****Whip Around and****Timely Feedback:****teacher and peer****(evaluate)****.****(T)****3.6****(Tailors)******Verbal:****Students can include a written explanation of their poster about the themes of the novel.****Logic:****Students can provide a logical explanation of the reasoning for making the poster about the themes of the novel.****Visual:****Students will create a digital, visual poster about the themes of the novel.****Kinesthetic:****Students are allowed to create a skit to go along with their presentation of the poster about the themes of the novel.****Musical:******Interpersonal:****Students will evaluate each other's posters about the themes of the novel with a Gallery Walk before they are completed.****Intrapersonal:****Students will write short reflections about the process of developing their poster about the themes of the novel.****Naturalist:******(O)****3.7 Students will be able to evaluate themes of the novel and their application to real-life situations****(interpret)****,****Product:****Glogster.****Number of days: 2 (organize)***

***(W)****4.1 Students will understand that autobiographical elements of a novel have strong implications for its plot and characters****(where)****. An author's personal connection to the text always affects its plot****(why)****.*Analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact ***(what).******(H)****4.2 Hook: The teacher will show a clip from the film Midnight in Paris to introduce students to the "Lost Generation."****(E)****4.3 Students will know about Zelda Sayre Fitzgerald, the "Lost Generation", the French Riviera, alcoholism, and schizophrenia****(equip).****Students will use the Five W's Chart to help them organize plot details and understand how the plot develops, and Round-Robin Brainstorming will give students the opportunity to share their ideas before applying them to the project****(explore)****. Students will use iMovie to act out a comparison of Fitzgerald's life and the lives of his characters in a way that helps them understand the impact that autobiographical elements have on a novel****(experience)****.****(R)****4.4 Timed-Pair-Share will give students a chance to explore many different ideas and get peer feedback on their project as they complete it* ***(rethink).*** *The iMovie will be graded by the teacher using a checklist and conferences with each group* ***(revise/refine).*** *Each iMovie will be viewed by the entire class, who will fill out evaluation checklists for the project* ***(revise/refine).******(E)****4.5 Formative Assessment -****Checking for Understanding:****Timed-Pair-Share and****Timely Feedback:****teacher and peer****(evaluate).******(T)****4.6****(Tailors)******Verbal:****Students will provide a written script of the dialouge in their iMovie.****Logic:****Students will explain logically why they think Fitzgerald made certain choices in writing his novel.****Visual:******Kinesthetic:******Musical:****Students can include music or a performance of their own in their iMovie.****Interpersonal:****Students are encouraged to use classmates or friends in their iMovie.****Intrapersonal:****Students will complete a reflection about their creative process of making the iMovie.****Naturalist:****Students are encouraged to set at least part of their movie outside.****(O)****4.7 Students will be able to consider the ways that the autobiographical elements of the text influenced its plot, characters, etc****(empathy).******Product****: iMovie.****Number of days: 3 (organize)***

***(W)****5.1 Students will understand that novels have specific themes that are developed in various ways throughout the text****(where)****. A novel's themes are developed from character, tone, setting, etc****(why)****.*Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful***(what)****.****(H)****5.2 Hook: The teacher will show a clip from the television show Boardwalk Empire to introduce students to prohibition culture.****(E)****5.3 Students will know themes of greed, loss of innocence, psychiatry, deception****(equip).****Students will use the Four Column Chart to list out characteristics of four themes from the novel, and Thinkpad Brainstorming will allow them to add more information to the chart after collaboration with their peers****(explore).****Students will develop a digital portfolio that depicts their understanding of the ways that a novel's theme is developed by collecting their observations on plot, tone, and character development throughout the unit****(experience)****.****(R)****5.4 Capactity Matrix will help students to break down the different elements of theme development and self-assess for errors* ***(rethink).*** *Students will self-evaluate their portfolios throughout the unit with an ongoing checklist* ***(revise/refine).*** *The teacher will have a one-on-one conference with each student about their porfolio* ***(revise/refine).******(E)****5.5 Formative Assessment -****Checking for Understanding:****Capacity Matrix and****Timely Feedback:****teacher and self****(evaluate).******(T)****5.6****(Tailors)******Verbal:****Students will include written work in their portfolio.****Logic:******Visual:****The portfolio will contain elements of the student's original visual art.****Kinesthetic:****Students can perform a skit to accompany their portfolio.****Musical:****Students can include music or a musical performance in their portfolio.****Interpersonal:******Intrapersonal:****Students will include personal reflections in their portfolio.****Naturalist:****Students can include physical artifacts of nature in their presentation.****(O)****5.7 Students will be able to infer the novel's themes from plot, tone, and character development****(perspective)****.****Product:****Portfolio.****Number of days: 3 (organize).***



***(W)****6.1 Students will understand that literature is heavily influenced by its language and cultural setting****(where)****. A novel's message can be explained through its plot and themes****(why)****.  
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful****(what)****.****(H)****6.2 Hook: Students will take turns being assigned a person from the "Lost Generation" and will be given scenarios to act out as if they were that person.****(E)****6.3 Students will know Zelda Sayre Fitzgerald, the "Lost Generation", the French Riviera, alcoholism, and schizophrenia* ***(equip).****Story Map 1 will help students develop a plot for their sequel to Tender is the Night, and Think-Pair-Share gives them many opportunities to revise and edit their story with the help of their peers****(explore).****Students will use apply their knowledge about the many different components of a novel by creating a Prezi that shows what they think would happen to the characters after the conclusion of the novel****(experience)****.****(R)****6.4 Slap It will help students answer questions about the historical events that serve as background for their sequel project* ***(rethink).*** *Students will self-evaluate their project with a personal checklist that they develop themselves* ***(revise/refine).*** *All of the projects will be peer evaluated with a checklist* ***(revise/refine).*** *The teacher will assess the projects with a rubric****(revise/refine).******(E)****6.5 Formative Assessment - Checking for Understanding:****Slap It****and****Timely Feedback:****self, peer, and teacher****(evaluate)****.****(T)****6.6****(Tailors)******Verbal:****The Prezi will contain the student's original creative writing.****Logic:****The student can explain certain elements of their original story using math or logical equations.****Visual:****The Prezi will contain the student's original creative visual art.****Kinesthetic:****Students can perform a skit for part of their Prezi.****Musical:****Students must include music and/or sound in their Prezi.****Interpersonal:****Students will present their Prezi to the class.****Intrapersonal:******Naturalist:******(O)****6.7 Students will be able to derive meaning from the language of the text and its cultural background****(explain). Product****: Prezi.****Number of days: 3 (organize)***



*Final presentaions*

*Final project explanation, rubrics, group assigments, beginning project planning*

*6.1 Identifying messages (W)*

*6.2 Lost Generation roleplay (H)*

*4.3 Story Map 1 (E)*

*4.4 self, teacher, peer assess ®*

*4.5 Slap It (E-2)*

*4.7 Explain (O); 2 days*

*5.1 Theme development (W)*

*5.2 Clip from Boardwalk Empire (H) 5.3 Four column chart (E)*

*5.4 Teacher, self assess ®*

*5.5 Capacity Matrix (E-2)*

*5.7 perspective (O); 3 days*

*4.1 Effect of autobiographical elements (W)*

*4.2 Clip from Midnight in Paris (H)*

*4.3 Five W’s chart (E)*

*4.4 Teacher, peer assess ®*

*4.5 Timed-Pair-Share (E-2)*

*4.7 Empathy (O); 2 days*

*3.1 Central themes of the text (W)*

*3.2 Theme skit (H)*

*3.3 Cluster/Word Web 1 (E)*

*3.4 Teacher, peer assessment ®*

*3.5 Whip Around (E-2)*

*3.7 Interpret (O) 3 days*

*2.1 Influence of cultural setting (W)*

*2.2 1920s dress up game (H)*

*2.3 Flow Chart (E)*

*2.4 Teacher, peer assessment ®*

*2.5 Entrance/Exit ticket (E-2)*

*2.7 apply (O); 2 days*

*1.1 autobiographical elements (W)*

*1.2 30 second life story (H)*

*1.3 Venn Diagram (E)*

*1.4 Self, peer, teacher assess (R), 1.5 brainstorming (E-2)*

*1.7 self-knowledge (0); 2 days*

Product Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | Excellent | Well Done | Acceptable | Needs Improvement |
| Creativity 20% | Both the original story and creative elements of the project exhibited obvious imagination and innovation. | Both the original story and creative elements of the presentation exhibited imagination and innovation. | The original story and creative elements of the presentation exhibited some level of imagination and innovation. | The original story and creative elements of the presentation did not exhibit a noticeable level of imagination or innovation. |
| Factuality 20% | The presentation uses information and facts that make sense based on the plot of *Tender is the Night.* | The presentation uses information and facts that mostly make sense based on the plot of *Tender is the Night.* | The presentation uses information and facts that only somewhat make sense based on the plot of *Tender is the Night.* | The information and facts in the presentation do not make sense based on the plot of *Tender is the Night.* |
| Organization 15% | The presentation is very well organized. One idea follows another logically and the different creative elements are arranged well. | The presentation is well organized. One idea follows another logically and the different creative elements are arranged well, though one or two things may be out of place. | The presentation organized somewhat well, some ideas may not follow each other logically, and one creative element could be out of place. | The ideas of the presentation were not organized well and the creative elements were out of place. |
| Requirements 15% | The presentation included adequate examples of creative writing, transitions, and images. | The presentation included examples of creative writing, transitions, and images that may have been slightly subpar. | The presentation was missing one of the required creative elements. | The presentation was missing more than one of the required creative elements. |
| Conflict 15% | The original story followed a well-organized arc and contained a strong conflict for the characters that made sense based on the plot of *Tender is the Night.* | The original story had an organized arc and contained a conflict for the characters that made sense based on the plot of *Tender is the Night.* | The original story followed an arc and contained a conflict for the characters that did not completely make sense based on the plot of *Tender is the Night.* | The original story did not contain an organized arc and a conflict for the characters that made sense based on the plot of *Tender is the Night.* |
| Resolution 15% | The original story had a creative and logical conclusion and provided the characters with closure. | The original story had a conclusion and provided the characters with some closure. | The original story had a somewhat creative and logical conclusion or gave the characters partial closure. | The original story lacked a creative and logical conclusion and/or did not give the characters closure. |
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Presentation Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | Excellent | Well Done | Acceptable | Needs Improvement |
| Preparedness 20% | Student is completely prepared and has obviously rehearsed. | Student seems prepared but might have needed a bit more rehearsal time. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| Enthusiasm 20% | Student was upbeat and engaging, and generated strong interest in their project. | Student was mostly upbeat and engaging, and generated interest in their project. | Student was somewhat upbeat and engaging, and generated some level of interest in their project. | Student was not upbeat or engaging, and did not generate much interest in their project. |
| Comprehension 20% | Student is able to accurately answer almost all questions posed by Fox Searchlight about their project. | Student is able to accurately answer most questions posed by Fox Searchlight about their project. | Student is able to accurately answer a few questions posed by Fox Searchlight about their project. | Student is unable to accurately answer questions posed by Fox Searchlight about their project. |
| Eloquence 15% | Speaks clearly and distinctly for nearly the entire presentation, and mispronounces no words. | Speaks clearly and distinctly for most of the presentation, but mispronounces a few words. | Speaks clearly and distinctly for some of the presentation, and mispronounces several words. | Student does not speak clearly and/or mispronounces many words. |
| Professional Appearance 15% | Student made an obvious effort to look professional. | Student made a good effort to look professional. | Student made somewhat of an effort to look professional. | Student did not make an effort to look professional. |
| Time Limit 10% | Presentation is 15-20 minutes long. | Presentation is 12-15 minutes long. | Presentation is 10-12 minutes long. | Presentation is less than 10 minutes or more than 20 minutes. |
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